



Republic of the Philippines
Department of Education
REGIONAL OFFICE NO. VIII (EASTERN VISAYAS)
Government Center, Candahug, Palo, Leyte
ISO 9001:2015 CERTIFIED



January 27, 2020

REGIONAL MEMORANDUM

No. **070**, s. 2020

GUIDELINES FOR NEAP RECOGNITION OF PROFESSIONAL DEVELOPMENT PROGRAMS AND COURSES FOR TEACHERS AND SCHOOL LEADERS

To: Schools Division Superintendents
Regional Division Chiefs
All Others Concerned

1. Attached is DepEd Order No. 001, s. 2020 entitled Guidelines for National Academy of the Philippines (NEAP) Recognition of Professional Development Programs and Courses for Teachers and School Leaders.
2. Immediate dissemination of this Memorandum is desired.


RAMIR B. UYTICO, Ed.D., CESO IV
Director IV 

Enclosures: As stated

References: None

To be indicated in the Perpetual Index under the following subjects:

GUIDELINES	PROGRAMS	TEACHERS	SCHOOL LEADERS
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Republic of the Philippines
Department of Education



23 JAN 2020

DepEd ORDER
No. **001**, s. 2020

GUIDELINES FOR NEAP RECOGNITION OF PROFESSIONAL DEVELOPMENT PROGRAMS AND COURSES FOR TEACHERS AND SCHOOL LEADERS

To: Undersecretaries
Assistant Secretaries
Minister, Basic, Higher and Technical Education, BARMM
Bureau and Service Directors
Regional Directors
Schools Division Superintendents
Public and Private Elementary and Secondary School Heads
All Others Concerned

1. The Department of Education (DepEd), through the National Educators Academy of the Philippines (NEAP), is committed to the professional growth and lifelong learning of its teachers and school leaders as a key foundation to the upgrading of the quality of basic education. Hence, appropriate professional development programs or courses that address their development needs using various platforms and modalities that include formal training and workplace learning, shall be made available at all levels.
2. The quality of professional development programs and courses shall be assured through a Recognition System that requires alignment to professional standards for teachers and school leaders, responsiveness to identified professional development priorities, promotion of dynamism, innovation and application at the classroom level, and transparency and consistency.
3. In light of the above, DepEd issues the enclosed **Guidelines for NEAP Recognition of Professional Development Programs and Courses for Teachers and School Leaders** to ensure that all programs and courses, whether internally or externally provided, are aligned, integrated, and consistent the wider NEAP Professional Development Framework.
4. This Guidelines shall take effect immediately upon issuance. By then, only recognized programs and courses shall be implemented in DepEd as officially part of the DepEd professional development program.
5. Immediate dissemination of and strict compliance to this Order are directed.


LEONOR MAGTOLIS BRIONES
Secretary

ORD 001
1-24-20

Encl.:

As stated

Reference:

DepEd Order No. 11, s. 2019

To be indicated in the Perpetual Index
under the following subjects:

NATIONAL EDUCATORS ACADEMY OF THE PHILIPPINES
OFFICIALS
PROGRAMS
RECOGNITION
RULES AND REGULATIONS
TEACHERS

GUIDELINES FOR NEAP RECOGNITION OF PROFESSIONAL DEVELOPMENT PROGRAMS AND COURSES FOR TEACHERS AND SCHOOL LEADERS

I. BACKGROUND AND RATIONALE

1. The transformation of the National Educators Academy of the Philippines (NEAP), mandated through the issuance of DepEd Order No. 11, s. 2019 (*Implementation of the NEAP Transformation*), requires the provision of standards-based professional development programs and courses for teachers and school leaders to ensure that interventions systematically contribute to the professional growth and advancement of DepEd teachers and school leaders.

2. DepEd Order No. 11 s. 2019 also highlights the ecosystem approach, i.e. involving relevant internal and external stakeholders in the development and implementation of programs and courses whether as expert consultants, resource persons, learning facilitators or Learning Service Providers.

3. The transformation of NEAP is in consonance with the objectives and mandates of Letter of Instructions No. 1487 issued on December 10, 1985 (*Institutionalizing a Revitalized Program of Teacher In-Service Training in the Public Schools*) and Administrative Order No. 282 issued on May 27, 1992 (*Renaming the National Educational Learning Center as the National Educators Academy of the Philippines and for Other Purposes*).

4. Through the NEAP transformation, professional development for teachers and school leaders in DepEd shall be more strategic, integrated and programmatic, within a unified governance system where there will be greater accountability in the programs. This forms one of the key pillars of *Sulong EduKalidad*, DepEd's reform program to address the challenge of quality in basic education.

5. To ensure that all programs and courses, whether internally or externally provided, are aligned and integrated in the wider NEAP professional development program, Recognition process should be put in place.

6. This Guidelines provides the requirements and the processes for the Recognition by NEAP, and consequent inclusion in DepEd's overall professional development program for its teachers and school leaders, of the different professional development programs and courses offered by NEAP itself, other DepEd units, and non-DepEd entities.

II. SCOPE

7. This Guidelines shall cover all in-service professional development programs and courses intended for DepEd teachers and school leaders.

8. DepEd Bureaus/Services/Units, Regions and Schools Divisions shall submit any proposed professional development program and/or course for teachers or school leaders to NEAP for the purpose of obtaining Recognition and consequent inclusion into the NEAP professional development program.

9. All non-DepEd entities seeking to offer a professional development program or course for teachers or school leaders, as part of technical assistance, partnership, or

individual paid enrollment basis, shall first apply for Authorization as Learning Service Providers before they can submit their proposed program or course for NEAP Recognition.

III. DEFINITION OF TERMS

10. For the purposes of this Guidelines, the following terms shall be defined and understood as:

- a. **Authorization** – formal NEAP evaluation of non-Deped entities applying to become a provider of recognized professional development programs and/or courses for teachers and school leaders.
- b. **Authorized Learning Service Providers** – non-DepEd providers that have been awarded formal, fixed-term Authorization by NEAP to provide professional development to teachers and/or school leaders within DepEd.
- c. **Philippine Professional Standards for School Heads (PPSSH)** – the official document that articulates what constitutes school head quality. The PPSSH describes the increasing levels of knowledge, practice and professional engagement expected of school heads.
- d. **Philippine Professional Standards for Supervisors (PPSS)** – the official document that articulates what constitutes supervisor quality. The PPSS describes the increasing levels of knowledge, practice and professional engagement expected of supervisors.
- e. **Philippine Professional Standards for Teachers (PPST)** – the official document that articulates what constitutes teacher quality. The PPST describes the increasing levels of knowledge, practice and professional engagement expected of teachers.
- f. **Professional Development Credit** – the units of credit that NEAP assigns to professional development program or course, that is recognized within DepEd processes including for career progression and promotion.
- g. **Professional Standards** – the professional practice articulated in the Philippine Professional Standards for Teachers (PPST), the Philippine Professional Standards for School Heads (PPSSH) and the Philippine Professional Standards for Supervisors (PPSS).
- h. **Recognition** – a quality assurance process intended to uphold the learning and development standards in the development and delivery of professional development programs and courses provided to DepEd teachers and school leaders through an evaluation mechanism.
- i. **School Leaders** – Head Teachers, Department Heads, Principals and Assistant Principals, Schools District Supervisors, Education Program Supervisors and Chief Education Supervisors at the Schools Division and Regional Offices, Schools Division Superintendents, Assistant Schools Division Superintendents, Regional Directors and Assistant Regional Directors. These officials perform managerial and supervisory roles in their respective levels of governance.

Directors. These officials perform managerial and supervisory roles in their respective levels of governance.

- j. **Teachers** – regular or permanent personnel in schools and learning centers “engaged in the classroom teaching of any subject, including practical/vocational arts, at the elementary and secondary levels of instruction including persons performing guidance and counseling, instructional supervision in all private or public education institutions, but shall not include school nurses, school physicians, school dentists, school administrators, and other school administrative support employees” (R.A. No. 7784, 1993, Section 2(a)).

IV. POLICY STATEMENT

11. DepEd is committed to the professional growth and lifelong learning of its teachers and school leaders as a key foundation to the upgrading of the quality of basic education. Hence, appropriate professional development programs or courses that address their development needs using various platforms and modalities that include formal training and workplace learning, shall be made available at all levels.

12. The quality of professional development programs and courses shall be assured through a Recognition System that requires alignment to professional standards for teachers and school leaders, responsiveness to identified professional development priorities, promotion of dynamism, innovation and application at the classroom level, and transparency and consistency.

13. Only Recognized programs and courses shall be implemented in DepEd as officially part of the DepEd professional development program.

V. NEAP Professional Development Framework

14. The NEAP Professional Development Framework adheres to a philosophy of standards-based professional learning based on research and best practice. It shall provide a goal-oriented focus and direction to the provision of professional development for teachers and school leaders.

15. The Framework takes a ‘professional learning ecosystem’ approach that values the contributions of all stakeholders. It is designed to:

- a. support teachers and school leaders in their professional learning throughout their career, especially as it relates to strategic directions of DepEd;
- b. ensure that high quality professional development programs are provided to teachers and school leaders;
- c. recognize and value prior learning and existing skills and knowledge;
- d. encourage all teachers and school leaders to take responsibility to improve their professional practice and to continue to learn;

- e. utilize a wide range of modalities including Formal Learning, possibly with Job-Embedded Learning (JEL), Learning Action Cell (LAC), relationship and discussion-based learning;
- f. promote a wide range of delivery platforms including online, face-to-face, and blended learning delivery;
- g. ensure immediate and effective translation of professional development into classroom application and innovations for education quality; and
- h. ensure transparency, consistency, credibility and fairness in the evaluation of Learning Service Providers and professional development programs.

VI. Professional Development Priorities

16. The NEAP, DepEd Central Office Bureaus and Services, and Regional Offices shall agree on periodic three-year professional development priorities, informed by institutional data, document review, competency assessment, research, strategic alignment, emerging trends, and stakeholder inputs. These priorities shall be matched with the corresponding domains, strands and indicators of the PPST, PPSSH and PPSS. Combined, these shall constitute the three-year Professional Development Priorities for the period.

17. The three-year professional development priorities shall be approved by the Secretary.

18. The professional development priorities shall allow flexibility for specific local needs, priorities, and emerging developments in teacher and school leader professional development.

VII. PROCEDURE

A. Authorization of non-DepEd Learning Service Providers

19. All DepEd Central Office Bureaus, Services and Units, Regional Offices, and Schools Division Offices are automatically Authorized as Learning Service Providers and may submit proposed professional development programs and courses for teachers and school leaders to NEAP for evaluation and Recognition.

20. Non-DepEd entities seeking to offer professional development programs and/or courses for teachers or school leaders, as part of technical assistance, partnership, or individual paid enrollment basis, are required to first secure Authorization from NEAP as a Learning Service Provider before they may submit proposals for evaluation and Recognition.

21. The applicants for authorization shall:

- a. familiarize themselves with the Philippine Professional Standards for Teachers (PPST), the Philippine Professional Standards for School Heads (PPSSH), and the Philippine Professional Standards for Supervisors

(PPSS), as well as the current Professional Development Priorities of DepEd; and

- b. attend a face-to-face or online Orientation Briefing, which shall be provided by, or requested from the NEAP Central Office (NEAP-CO) or the NEAP in the Regions (NEAP-RO).

22. Applicants apply by filling out the online application form which shall provide information to establish their legal personality, understanding of the professional standards for teachers and school leaders, awareness of the current Professional Development Priorities of DepEd, and capacity to implement high-quality and responsive professional development programs or courses.

23. NEAP shall form a NEAP Authorization Evaluation Committee (AEC) to evaluate applications.

24. Applicants shall be informed of the decision by NEAP. Applicants whose applications have been disapproved shall be given feedback on the reasons for disapproval. The decision shall be final and unappealable, without prejudice to resubmission of disapproved applications that have been modified to address deficiencies.

25. The NEAP shall notify the applicant of its decision on the Authorization within 40 working days from receipt of the application.

26. Authorized Learning Service Providers shall be provided with a unique Authorization Number.

27. Authorization of Learning Service Providers is valid for three (3) years.

Table 1: NEAP Authorization Process Overview

Non-DepEd Learning Service Provider Applicants
Applicants must familiarize themselves with the Philippine Professional Standards for Teachers (PPST), the Philippine Professional Standards for School Heads (PPSSH), and the Philippine Professional Standards for Supervisors (PPSS), as well as the current Professional Development Priorities of DepEd.
Attend a face-to-face or online Orientation Briefing.
Apply for Authorization online using the Learning Service Provider (LSP) Authorization Application Form.
Submit to NEAP accomplished LSP Authorization Application Form and Organization Profile documentation.
LSP Authorization Application Form and accompanying documentation are reviewed by NEAP for completeness. Incomplete applications are returned to applicants. Complete applications are compiled and forwarded to the NEAP Authorization Evaluation Committee (AEC).

SLC

LSP Authorization Application Form and accompanying documentation are evaluated by the NEAP AEC.

If successful, non-DepEd Learning Service Providers are provided with the NEAP Authorization Number for a duration of three (3) years.

Authorization issued by NEAP

B. Recognition of Programs and Courses

28. All DepEd Central Office Bureaus, Services and Units, Regional Offices, Schools Division Offices, and Authorized Learning Service Providers may submit proposals for professional development programs or courses for Recognition during the period of call for submission as announced by NEAP.

29. Proposals by DepEd Central Office units, Regional Offices and by Authorized Learning Service Providers shall be submitted at the NEAP-CO. Proposals by Schools Division Offices shall be submitted to their respective NEAP-RO.

30. Proposals shall be organized in the following outline which shall contain:

- a. Information about the applicant, including Authorization number of non-DepEd applicants
- b. Profile of the program or course, to include:
 - i. Title of the program or course
 - ii. Rationale
 - iii. Program or course description
 - iv. Professional development priorities
 - v. Professional standards covered (PPST, PPSSH or PPSS domain/s, strand/s, indicator/s)
 - vi. Target participant profile (Career stage, Grade level, Learning area)
 - vii. Number of hours (face-to-face instruction and/or online learning, and classroom application (if applicable))
 - viii. List of resource persons/ Learning facilitators supported by CVs
 - ix. Modality (Formal Learning, possibly with Job-Embedded Learning (JEL), Learning Action Cell (LAC), relationship and discussion-based learning, others)
 - x. Delivery Platform (online, face-to-face and blended delivery)
 - xi. Indicative date of implementation
 - xii. Professional Regulation Commission (PRC) Program Accreditation No. if applicable
- c. Program or course design
 - i. Objective/s / Outcome/s
 - ii. Detailed program or course matrix
 - iii. Modules and learning resources to be used
 - iv. Assessment plan

d. Program or course implementation plan

- i. Schedule of activities
- ii. Budget requirements
- iii. Funding source
- iv. Monitoring and evaluation

31. NEAP-CO and NEAP-RO shall form NEAP Recognition Evaluation Committees (RECs) to evaluate the proposals. The REC members shall come from a pool of NEAP personnel that have undergone training and qualification for the evaluation of proposals, and subject matter experts from the field or from non-DepEd partners.

32. A NEAP Recognition Approval Committee (RAC) shall be created at the DepEd Central Office and Regional Offices for the approval of proposals recommended by the REC for Recognition.

33. The NEAP Recognition Approval Committee shall periodically report to the Secretary on the Recognized professional development programs and courses.

34. Proposals shall be evaluated based on the following criteria:

- a. Alignment with the NEAP Professional Development Priorities
- b. Mapping to the Philippine Professional Standards for Teachers (PPST), the Philippine Professional Standards for School Heads (PPSSH), or the Philippine Professional Standards for Supervisors (PPSS)
- c. Articulation of objectives / outcomes
- d. Alignment of the objectives / Intended Learning Outcomes (ILOs), Content and, if applicable, Assessment with the professional standards for teachers or school leaders
- e. Soundness of methodology
- f. Mechanisms to determine whether the objectives / ILOs have been met
- g. Strength of research base
- h. Use of principles of adult learning
- i. Use of recognized best practice
- j. Intended classroom-level application and innovation
- k. Credentials/expertise of resource person(s) and learning facilitator(s)
- l. Budget and costing

35. Applicants shall be informed of the decision by the Recognition Approval Committee. Applicants whose proposals have been disapproved shall be given feedback on the reasons for disapproval. The decision shall be final and unappealable, without prejudice to resubmission of disapproved proposals that have

been modified to address deficiencies. Only two resubmissions of a proposal shall be entertained.

36. NEAP shall notify applicants of Recognition outcomes within 40 days from the date of receipt of the proposal.

37. All Recognized professional development programs and courses shall be issued a NEAP Recognition Stamp with a unique Recognition Number.

38. All Recognized professional development programs and courses shall have validity co-terminus with the end of the three-year professional development priorities. Within six months from the end of the current three-year Professional Development Priorities, NEAP shall announce a new three-year Professional Development Priorities. NEAP may automatically renew the approval of current professional development programs or courses that remain consistent with and responsive to the new three-year Professional Development Priorities. A call for proposals shall be issued under the new three-year Professional Development Priorities.

Table 2: NEAP Recognition Process Overview

<p>DepEd Central Office Bureaus, Services and Units, Regional Offices, Schools Division Offices, and Authorized Learning Service Providers accomplish an online or paper-based Recognition Application Form indicating how the prospective program or course:</p> <ul style="list-style-type: none">a. aligns with the NEAP Professional Development Priorities;b. maps to the Philippine Professional Standards for Teachers (PPST), the Philippine Professional Standards for School Heads (PPSSH), or the Philippine Professional Standards for Supervisors (PPSS);c. articulates objectives / outcomes;d. aligns objectives / Intended Learning Outcomes (ILOs), Content and, if applicable, Assessment with the PPST, PPSSH or PPSS;e. ensures soundness of methodology;f. includes mechanisms to determine whether the ILOs have been met;g. draws upon a strong and credible research base;h. implements principles of adult learning;i. implements recognized best practice;j. includes discussion on intended classroom-level application and innovationk. includes credentials/expertise of resource person/s and learning facilitator/s; andl. itemizes the breakdown of expenses for the conduct of the program.
<p>Application is made through:</p> <ul style="list-style-type: none">a. the online Professional Development Information System (PDIS) portal; orb. the submission of an accomplished Recognition Application Form and required program documentation to NEAP.
<p>Applications for Recognition are reviewed by the NEAP for completeness. Incomplete applications are returned to applicants. Complete applications are compiled and forwarded to the assigned NEAP Recognition Evaluation Committees (RECs).</p>
<p>Recognition applications are evaluated by the assigned NEAP RECs.</p>

NEAP REC recommends program proposals for approval or disapproval to NEAP Recognition Approval Committee (RAC).
NEAP Recognition Approval Committee deliberates on the recommended proposals for final Recognition.
Successful Recognition Applications are awarded a NEAP Recognition Stamp valid for three (3) years.
Applicants are advised of the outcome.
NEAP Recognized Programs or Courses are listed on the NEAP website.

C. Professional Development Credit

39. The NEAP shall assign appropriate Professional Development Credit to a Recognized professional development program or course.

D. Data Capture of Individual Professional Development

40. Learning Service Providers shall submit to NEAP-CO or NEAP-RO a completion report at the end of every course or program with relevant data of the implemented professional development program or course.

41. A Certificate of Completion shall be awarded to a teacher or school leader who has successfully completed and obtained a passing mark in a full professional development program or course, indicating the corresponding professional development credit for the program or course.

42. A Certificate of Participation shall also be awarded to participants in specific training activities within a full program or course.

43. The Certificate of Completion and Certificate of Participation shall indicate, as applicable, the following:

- a. Title of the Program/Course, Recognition Number
- b. Date and venue of the training activity if face-to-face learning
- c. Number of hours of training
- d. The specific Domains, Strands and/or Indicators covered by the Program/Course
- e. Professional Development Credit Units
- f. PRC Credit Units, if applicable

44. NEAP, in collaboration with the Information and Communication Technology Service (ICTS), shall develop a Professional Development Information System (PDIS) to record pertinent data and information concerning the participation in and completion of professional development programs and courses by teachers and school leaders, subject to the provisions of Republic Act 10173, otherwise known as the *Data Privacy Act*. The data and information shall constitute the in-service professional development record of the teacher or school leader to guide professional development planning, human resource planning, and to constitute a factor in career progression and promotions. At the organizational level, the PDIS shall inform policy and programs/courses on professional development and career progression and promotions.

45. Any of the following shall constitute grounds or causes for Suspension, Cancellation or Non-Renewal of NEAP Program/Course Recognition and/or NEAP Learning Service Provider Authorization:

- a. non-compliance with any of the prescribed requirements;
- b. substantial deviations from the approved program/s or course/s;
- c. charging of unreasonable fees and/or adding any other substantial fees not approved by the NEAP;
- d. misrepresentation, such as but not limited to, submission of false completion reports, issuance of false statement/s including qualification/s as a Learning Service Provider; and
- e. other analogous violations.

VIII. PROFESSIONAL DEVELOPMENT ACTIVITIES DEVELOPED AND IMPLEMENTED AT SCHOOL LEVEL

46. The NEAP shall determine a specific number of credit units to be allocated for professional development activities developed and implemented by schools including through Learning Action Cells (LACs). The guidelines for the quality assurance and recording of such professional development activities shall be issued in a separate Guidelines.

IX. PROCUREMENT OF CONSULTING SERVICES FOR THE DEVELOPMENT AND/OR IMPLEMENTATION OF PROFESSIONAL DEVELOPMENT PROGRAMS OR COURSES

47. When NEAP, in consultation with the relevant Central Office units and Regional Offices, determines that there is a learning area within the three-year Professional Development Priorities not covered by Recognized programs or courses, it may undertake to procure consulting services for the development and/or implementation of the needed program or course. The procurement shall be done following the applicable procurement, budget and accounting laws, rules and regulations.

X. ACCREDITATION OF PROGRAMS OR COURSES WITH THE PROFESSIONAL REGULATION COMMISSION

48. The NEAP shall coordinate with the PRC for the accreditation of Recognized programs or courses for purposes of compliance with the Continuing Professional Development requirements under Republic Act 10912 or the *Continuing Professional Development Act of 2016*, and its Implementing Rules and Regulations.

XI. MONITORING AND EVALUATION

49. NEAP shall conduct monitoring and evaluation (M&E) activities that will gather and validate data indicated in the M&E Framework in coordination with relevant offices and stakeholders. The results of the M&E shall form part of the review and improvement of this Guidelines and shall be reported to the Secretary.

XII. FORMS

50. Forms and other relevant documents on Authorization and Recognition may be accessed online through the DepEd website and/or the NEAP portal.

XIII. EFFECTIVITY

51. This Guidelines shall take effect upon signing by the Secretary.

XIV. REFERENCES

Administrative Order No. 282, 1992, Renaming the National Educational Learning Center as the National Educators Academy of the Philippines and for other purposes.

Civil Service Commission Resolution No. 1600770 (2016). Accreditation of L&D Institutions: Amendments to CSC Res. No. 1300618 dated April 2, 2013.

Department of Education Order No. 11, s. 2019, Implementation of the NEAP Transformation.

Letter of Instructions No. 1487, 1985, Institutionalizing a Revitalized Program of Teacher In-service Training in the Public Schools.

NEAP Transformation Task Force (2019). NEAP Transformation Detailed Design. Final Report.

Republic Act No. 7784, (1993). An Act to Strengthen Teacher Education in the Philippines by Establishing Centers of Excellence, Creating a Teacher Education Council for the Purpose, Appropriating Funds Therefor, and Other Purposes.

Republic Act No. 9155, (2001). An Act Instituting a Framework of Governance for Basic Education, Establishing Authority and Accountability, Renaming the Department of Education, Culture and Sports as the Department of Education, and for Other Purposes.

Republic Act No. 10173, (2012). An Act Protecting Personal Information on Information and Communications Systems in the Government and the Private Sector, Creating for this Purpose a National Privacy Commission, and for Other Purposes. Otherwise known as the 'Data Privacy Act of 2012'.

Republic Act No. 10912, (2016). An Act Mandating and Strengthening the Continuing Professional Development Program for All Regulated Professions, Creating the Continuing Professional Development Council, and Appropriating Funds therefor, and for Other Related Purposes. Otherwise known as the 'Continuing Professional Development Act of 2016'.

Republic Act No. 10968, (2018). An Act Institutionalizing the Philippine Qualifications Framework (PQF), Establishing the PQF-National Coordinating Council (NCC) and Appropriating Funds Therefor. Otherwise known as the 'PQF Act'.